



# Assessing pupils' progress in ICT at Key Stage 3:

## Assessment Guidelines



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## ICT assessment guidelines: Levels 7 and 8

Pupil name.....

	AF1 - Planning, developing and evaluating	AF2 - Handling data, sequencing instructions and modelling	AF3 - Finding, using and communicating information
L8	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>● Design and implement integrated ICT based systems for others to use which: <ul style="list-style-type: none"> <li>– meet the needs of the user</li> <li>– take account of ease of use</li> <li>– collect, process and prepare information efficiently</li> <li>– automate dataflow through the system</li> <li>– include an appropriate interface between the system and the user</li> <li>– use appropriate ICT tools and techniques</li> <li>– integrate evaluation into the development process to inform subsequent refinements</li> </ul> </li> <li>● Explain the impacts of ICT on social, economic, ethical and moral issues</li> </ul>		<input type="checkbox"/>
L7	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>● Design and plan an ICT-based system by: <ul style="list-style-type: none"> <li>– scoping the information flow through the system</li> <li>– devising and applying success criteria to ensure a quality solution, refining work as it progresses</li> <li>– identifying the advantages and limitations of the system</li> </ul> </li> <li>● Identify the impact of ICT on people, communities and cultures</li> </ul>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>● Select appropriate tools and techniques to implement an ICT based system in which: <ul style="list-style-type: none"> <li>– data flow is automated</li> <li>– sequences of instructions are developed, tested and refined</li> <li>– assumptions, variables and rules are identified</li> </ul> </li> </ul>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>● Develop an appropriate user interface for an ICT based system which: <ul style="list-style-type: none"> <li>– enables efficient data input</li> <li>– displays system outcomes that are fit for purpose and audience</li> </ul> </li> </ul>
BL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: BL-Below Level IE-Insufficient Evidence

**Overall assessment** (tick one box only)

Low 7 ☐ Secure 7 ☐ High 7 ☐ Low 8 ☐ Secure 8 ☐ High 8 ☐

## ICT assessment guidelines: Levels 6 and 7

Pupil name.....

	AF1 - Planning, developing and evaluating	AF2 - Handling data, sequencing instructions and modelling	AF3 - Finding, using and communicating information
L7	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>● Design and plan an ICT-based system by:               <ul style="list-style-type: none"> <li>– scoping the information flow through the system</li> <li>– devising and applying success criteria to ensure a quality solution, refining work as it progresses</li> <li>– identifying the advantages and limitations of the system</li> </ul> </li> <li>● Identify the impact of ICT on people, communities and cultures</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>● Select appropriate tools and techniques to implement an ICT based system in which:               <ul style="list-style-type: none"> <li>– data flow is automated</li> <li>– sequences of instructions are developed, tested and refined</li> <li>– assumptions, variables and rules are identified</li> </ul> </li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>● Develop an appropriate user interface for an ICT based system which:               <ul style="list-style-type: none"> <li>– enables efficient data input</li> <li>– displays system outcomes that are fit for purpose and audience</li> </ul> </li> </ul> <input type="checkbox"/>
L6	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>● Plan and develop solutions which show efficiency and integration of ICT tools and techniques</li> <li>● Use criteria and feedback to improve the effectiveness and efficiency of solutions</li> <li>● Explore the impacts of the use of ICT in work, leisure and home</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>● Devise a data handling solution to test hypotheses that uses techniques to reduce input errors</li> <li>● Create efficient sequences of instructions including the use of subroutines</li> <li>● Test predictions by varying rules in models and assess the validity of the conclusions</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>● Use complex lines of enquiry efficiently to interrogate information</li> <li>● Explain choices when presenting information for different purposes and wider or remote audiences</li> </ul> <input type="checkbox"/>
BL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: BL-Below Level IE-Insufficient Evidence

**Overall assessment** (tick one box only)

Low 6

☐

Secure 6

☐

High 6

☐

Low 7

☐

Secure 7

☐

High 7

☐

# ICT assessment guidelines: Levels 5 and 6

Pupil name.....

	AF1 - Planning, developing and evaluating	AF2 - Handling data, sequencing instructions and modelling	AF3 - Finding, using and communicating information
L6	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Plan and develop solutions which show efficiency and integration of ICT tools and techniques</li> <li>Use criteria and feedback to improve the effectiveness and efficiency of solutions</li> <li>Explore the impacts of the use of ICT in work, leisure and home</li> </ul> <input type="checkbox"/>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Devise a data handling solution to test hypotheses that uses techniques to reduce input errors</li> <li>Create efficient sequences of instructions including the use of subroutines</li> <li>Test predictions by varying rules in models and assess the validity of the conclusions</li> </ul> <input type="checkbox"/>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Use complex lines of enquiry efficiently to interrogate information</li> <li>Explain choices when presenting information for different purposes and wider or remote audiences</li> </ul> <input type="checkbox"/>
L5	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Plan and develop structured solutions to problems which use a combination of ICT tools and techniques</li> <li>Use criteria to evaluate the quality of solutions, identifying improvements and refining their work</li> <li>Identify benefits and limitations of using ICT both inside and outside school</li> </ul> <input type="checkbox"/>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Use logical and appropriate structures to organise and process data</li> <li>Create precise and accurate sequences of instructions</li> <li>Change variables within models and explain the impact</li> </ul> <input type="checkbox"/>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Take account of accuracy and potential bias when searching for and selecting information</li> <li>Present information in a range of forms for specific purposes and familiar audiences</li> <li>Use ICT safely and responsibly</li> </ul> <input type="checkbox"/>
BL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: BL-Below Level IE-Insufficient Evidence

**Overall assessment** (tick one box only)      Low 5 ☐      Secure 5 ☐      High 5 ☐      Low 6 ☐      Secure 6 ☐      High 6 ☐

**ICT assessment guidelines: Levels 4 and 5**

Pupil name.....

	AF1 - Planning, developing and evaluating	AF2 - Handling data, sequencing instructions and modelling	AF3 - Finding, using and communicating information
L5	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>Plan and develop structured solutions to problems which use a combination of ICT tools and techniques</li> <li>Use criteria to evaluate the quality of solutions, identifying improvements and refining their work</li> <li>Identify benefits and limitations of using ICT both inside and outside school</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>Use logical and appropriate structures to organise and process data</li> <li>Create precise and accurate sequences of instructions</li> <li>Change variables within models and explain the impact</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>Take account of accuracy and potential bias when searching for and selecting information</li> <li>Present information in a range of forms for specific purposes and familiar audiences</li> <li>Use ICT safely and responsibly</li> </ul> <input type="checkbox"/>
L4	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>Plan and implement solutions that combine and refine different forms of information</li> <li>Evaluate the quality and success of their solutions</li> <li>Explain how and why the use of ICT varies in and out of school</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>Organise and process data for a purpose</li> <li>Devise and refine sequences of instructions.</li> <li>Use models to explore relationships between inputs and outputs and explain how the models work</li> </ul> <input type="checkbox"/>	<b>Across a range of contexts pupils:</b> <ul style="list-style-type: none"> <li>Use appropriate search criteria to find relevant information, and check its plausibility and usefulness</li> <li>Present information in different forms suited to purpose</li> <li>Use ICT to communicate and collaborate, identifying some of the risks and acting to minimise them</li> </ul> <input type="checkbox"/>
BL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: BL-Below Level IE-Insufficient Evidence

**Overall assessment** (tick one box only)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low 4	Secure 4	High 4	Low 5	Secure 5	High 5

# ICT assessment guidelines: Levels 3 and 4

Pupil name.....

	AF1 - Planning, developing and evaluating	AF2 - Handling data, sequencing instructions and modelling	AF3 - Finding, using and communicating information
L4	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Plan and implement solutions that combine and refine different forms of information</li> <li>Evaluate the quality and success of their solutions</li> <li>Explain how and why the use of ICT varies in and out of school</li> </ul>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Organise and process data for a purpose</li> <li>Devise and refine sequences of instructions.</li> <li>Use models to explore relationships between inputs and outputs and explain how the models work</li> </ul>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Use appropriate search criteria to find relevant information, and check its plausibility and usefulness</li> <li>Present information in different forms suited to purpose</li> <li>Use ICT to communicate and collaborate, identifying some of the risks and acting to minimise them</li> </ul>
L3	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Plan how they will use ICT to solve a problem</li> <li>Comment on success of their solution</li> <li>Refine and develop information using ICT tools and techniques to make changes</li> <li>Describe how they use ICT at school and how it is used outside school</li> </ul>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Collect, store and retrieve data</li> <li>Use a sequence of instructions to control events</li> <li>Use ICT-based models or simulations to answer questions</li> </ul>	<p><b>Across a range of contexts pupils:</b></p> <ul style="list-style-type: none"> <li>Identify and select appropriate information using straightforward lines of enquiry</li> <li>Present information using text, images and other media</li> <li>Use digital communication to exchange ideas</li> <li>Identify ways they can keep themselves safe when using ICT</li> </ul>
BL			
IE			

Key: BL-Below Level IE-Insufficient Evidence

**Overall assessment** (tick one box only)

Low 3

Secure 3

High 3

Low 4

Secure 4

High 4



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